

Results. On the IPQ scale, the mean score of SP dimension was 3.12 ± 0.34 in the control group and 4.87 ± 0.42 in the research group, with a significant difference between the two groups ($P < 0.05$); the mean score of INV dimension was 2.53 ± 0.36 in the control group and 4.71 ± 0.38 in the research group, with a significant difference ($P < 0.05$); the score of REAL dimensions was 2.98 ± 0.28 in the control group and 4.52 ± 0.41 in the research group, with a significant difference, and 4.52 ± 0.41 in the research group, with a significant difference ($P < 0.05$). See Table 1 for details.

Conclusions. Based on the psychological experience process, Vlog news media forms can increase the audience's spatial immersion, psychological involvement, and authenticity experience. This increases the communication effect and influence of the media and has good research value.

Table 1. Comparison of IPQ scores between the two groups

Item	Control group		Research group	
	Average	Standard deviation	Average	Standard deviation
SP	3.12	0.34	4.87*	0.42
INV	2.53	0.36	4.71*	0.38
REAL	2.98	0.28	4.52*	0.41

Note: * indicates $P < 0.05$.

A study on the positive influence of positive psychology on college students' ability to resist pressure in the epidemic environment

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Background. The psychological problems of college students are the focus of social concern and hot discussions. Influenced by the epidemic, college students' study, life and employment have been affected to a certain extent. Schools should strengthen mental health education to improve college students' ability to resist pressure and help students improve their ability to adapt to society. Positive psychology can help students improve their mental health by guiding their mental activities and tapping their own strengths. In the process of using positive psychological knowledge to intervene with college students, self-help incentive training and personality cultivation can help students understand their own mental health problems. Therefore, in the psychological health education of colleges and universities, we can consider taking these two methods to carry out psychological intervention on college students, so as to improve the students' ability to withstand pressure.

Subjects and Methods. In the experiment, 360 college students who meet the requirements were randomly selected in colleges and universities through a questionnaire survey as the research objects of mental health problems. There are 187 boys and 173 girls, with an average age of (20 ± 2) years. The 360 college students were randomly divided into the intervention group and the control group, 180 in each. The intervention group used positive psychological thinking for psychological intervention, while the control group did not take any psychological intervention measures. The Perceived Stress Scale (PSS) was selected as the test scale of college students' compressive capacity, and SPSS23.0 was used to analyze the score results.

Results. The score of the PSS scale is shown in Table 1. It can be seen from the table that after the intervention group received the psychological intervention, their problem-solving and rationalization abilities were significantly improved ($P < 0.05$), and their withdrawal emotions were significantly reduced ($P < 0.05$).

Conclusions. The results show that after the intervention of positive psychology, the psychological pressure resistance of college students has been significantly improved, which helps to improve the level of mental health of college students, so as to better solve many psychological problems caused by the epidemic.

Table 1. PSS score

Test content	Before	After	<i>t</i>	<i>P</i>
Solve the problem	0.78 ± 0.21	0.82 ± 0.25	2.091	0.027
Self-reproach	0.80 ± 0.31	0.78 ± 0.15	0.368	0.792
Seek help	0.62 ± 0.18	0.67 ± 0.22	1.682	0.063
Fantasy	0.82 ± 0.21	0.80 ± 0.17	0.78	0.579
Retreat	0.85 ± 0.26	0.75 ± 0.27	2.319	0.013
Rationalization	0.76 ± 0.19	0.88 ± 0.32	3.497	0.005

Evaluation of the effect of changing the management mode of psychotherapy combined with education on anxiety and depression of college students

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Background. The teaching support work of normal school students is a key step to improving students' personal teaching abilities. It can help students understand the current situation of education in China and is a necessary way to enhance students'

sense of responsibility and mission in teaching. However, a large number of students will have significant mental symptoms such as depression and anxiety during teaching. Therefore, doing a good job in students' mental health is not only conducive to teachers' psychological construction, but also can promote students to develop a good outlook on education.

Subjects and Methods. 118 voluntary students in a university were taken as the research objects, and all the students were divided into an experimental group and a control group, with 59 students in each group. The intervention means based on the transformation of the management mode of psychotherapy combined with education were proposed. The students in the experimental group used the combined treatment means, while the students in the control group only used psychotherapy for intervention. The intervention lasted for 12 months, and the changes in anxiety and depression symptoms of students during the intervention were evaluated.

Results. The differences in anxiety and depression scores of students before and after the treatment are shown in Table 1.

Conclusions. The psychological condition of the students is the key to deciding whether their voluntary activities can be carried out normally. It can be seen from Table 1 that the depression and anxiety scores of students in the experimental group are significantly lower than those in the control group after the intervention. Therefore, it can be seen that the transformation of the management mode of psychotherapy combined with education can significantly reduce the current situation of psychological depression and anxiety of students in the support education, which is of great significance to the comprehensive development of students.

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Table 1. Changes in scores of psychological depression and anxiety in two groups of students

Time (month)	Anxiety score		Depression score	
	Before intervention	After intervention	Before intervention	After intervention
Experimental group	65.57±2.31	24.54±2.19	66.98±2.29	22.67±1.89
Control group	64.32±2.11	48.42±1.99	65.73±2.22	47.33±1.62
<i>P</i>	>0.05	<0.05	>0.05	<0.05

Exploring the path of political work and psychological counseling for college counselors under dual role orientation

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Background. As college teachers, counselors are mainly responsible for the political work of school students. Besides, college counselors also need to be responsible for students' ideological and psychological education, and be their political leaders and psychological. At present, many colleges have introduced political education and mental health education, but there is relatively little research on the combination of the two. The training and assessment for college counselors are also only focused on political work at present. It is crucial to explore the path for college counselors to carry out political work and psychological counseling work under the dual role orientation.

Subjects and Methods. A set of controlled experiments was set up to explore the development of counselors' political work and counseling work under different educational and teaching modes. One hundred and forty-four counselors from a college in China were selected as the study subjects. The 144 counselors were randomly divided into three groups of equal number, which were recorded as group A, group B and group C. The counselors in group A were given political work training only, those in group B were given mental health education only, and those in group C were given a combination of political work training and mental health education. The training is taught over a period of five months, with counsellors tested on their political work and mental health scores at two-month intervals.

Results. In the first month of training, the mean scores of subjects in groups A, B and C were 65.12, 62.35 and 64.19 before the instruction, and after the instruction, their scores changed to 65.78, 62.38 and 66.78. In the third month, the mean scores of subjects in the three groups were 65.22, 62.58 and 72.21 before the instruction, and 68.23, 65.21 and 78.45 after the instruction. In the fifth month, the mean scores of the three subjects were 68.95, 65.59 and 81.45 before the instruction, and after the instruction, their scores changed to 70.12, 68.71 and 85.18.

Conclusions. Political work training or mental health education alone is not as effective as combined teaching. To cultivate the dual roles of college counselors, both political work and psychological counseling should be combined.

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